

East Cooper Montessori Charter

188 Civitas Street
Mt. Pleasant, SC 29464

Grades	1-5 Elementary School	
Enrollment	59 Students	
Principal	Jody Swanigan	843-216-2883
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	843-760-2635

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	1	0	0	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 5 out of 5 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	N/A	N/A	N/A
2003	N/A	N/A	N/A
2004	Excellent	N/A	Yes
2005	Good	Unsatisfactory	Yes

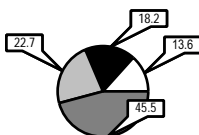
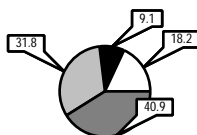
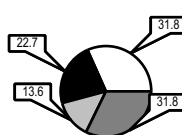
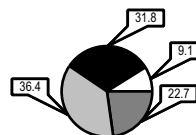
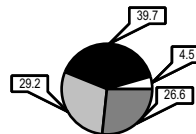
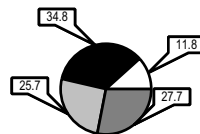
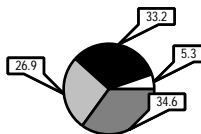
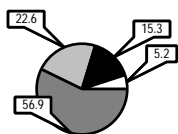
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

83.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	23	100.0	13.6	22.7	45.5	18.2	68.2	Yes	Yes
Gender									
Male	12	100.0	16.7	16.7	50.0	16.7	66.7		
Female	11	100.0	10.0	30.0	40.0	20.0	70.0		
Racial/Ethnic Group									
White	20	100.0	15.8	21.1	42.1	21.1	63.2	I/S	I/S
African American	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	21	100.0	15.0	25.0	45.0	15.0	65.0		
Disabled	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	23	100.0	13.6	22.7	45.5	18.2	68.2		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	22	100.0	9.5	23.8	47.6	19.0	71.4		
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Full-pay meals	23	100.0	13.6	22.7	45.5	18.2	68.2		

Mathematics – State Performance Objective = 36.7%									
All Students	23	100.0	18.2	31.8	40.9	9.1	72.7	Yes	Yes
Gender									
Male	12	100.0	16.7	25.0	50.0	8.3	75.0		
Female	11	100.0	20.0	40.0	30.0	10.0	70.0		
Racial/Ethnic Group									
White	20	100.0	21.1	26.3	42.1	10.5	73.7	I/S	I/S
African American	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	21	100.0	20.0	30.0	45.0	5.0	75.0		
Disabled	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	23	100.0	18.2	31.8	40.9	9.1	72.7		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	22	100.0	14.3	33.3	42.9	9.5	76.2		
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Full-pay meals	23	100.0	18.2	31.8	40.9	9.1	72.7		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	23	100.0	31.8	13.6	31.8	22.7	54.5
Gender							
Male	12	100.0	25.0	0.0	41.7	33.3	75.0
Female	11	100.0	40.0	30.0	20.0	10.0	30.0
Racial/Ethnic Group							
White	20	100.0	31.6	10.5	31.6	26.3	57.9
African American	2	100.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	21	100.0	30.0	15.0	35.0	20.0	55.0
Disabled	2	100.0	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	23	100.0	31.8	13.6	31.8	22.7	54.5
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	22	100.0	28.6	14.3	33.3	23.8	57.1
Socio-Economic Status							
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Full-pay meals	23	100.0	31.8	13.6	31.8	22.7	54.5

Social Studies							
All Students	23	100.0	9.1	36.4	22.7	31.8	54.5
Gender							
Male	12	100.0	8.3	25.0	33.3	33.3	66.7
Female	11	100.0	10.0	50.0	10.0	30.0	40.0
Racial/Ethnic Group							
White	20	100.0	10.5	31.6	21.1	36.8	57.9
African American	2	100.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	21	100.0	10.0	35.0	25.0	30.0	55.0
Disabled	2	100.0	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	23	100.0	9.1	36.4	22.7	31.8	54.5
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	22	100.0	4.8	38.1	23.8	33.3	57.1
Socio-Economic Status							
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Full-pay meals	23	100.0	9.1	36.4	22.7	31.8	54.5

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	9	100.0	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	10	100.0	10.0	10.0	50.0	30.0	80.0
	4	10	100.0	I/S	I/S	I/S	I/S	I/S
	5	3	100.0	I/S	I/S	I/S	I/S	I/S
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	9	100.0	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	10	100.0	10.0	50.0	20.0	20.0	40.0
	4	10	100.0	I/S	I/S	I/S	I/S	I/S
	5	3	100.0	I/S	I/S	I/S	I/S	I/S
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	10	100.0	30.0	10.0	40.0	20.0	60.0
	4	10	100.0	I/S	I/S	I/S	I/S	I/S
	5	3	100.0	I/S	I/S	I/S	I/S	I/S
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	10	100.0	0.0	50.0	10.0	40.0	50.0
	4	10	100.0	I/S	I/S	I/S	I/S	I/S
	5	3	100.0	I/S	I/S	I/S	I/S	I/S
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 59)				
First graders who attended full-day kindergarten	100.0%	Up from 87.5%	100.0%	100.0%
Retention rate	5.2%	Up from 0.0%	1.8%	3.0%
Attendance rate	97.2%	Up from 95.4%	97.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	0.0%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	0.0%	3.2%
Eligible for gifted and talented	41.7%	Up from 0.0%	40.9%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	0.0%	No change	5.1%	8.2%
Older than usual for grade	1.7%	Up from 0.0%	0.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 3)				
Teachers with advanced degrees	0.0%	No change	61.8%	52.6%
Continuing contract teachers	0.0%	No change	88.7%	83.3%
Highly qualified teachers	50.0%	Up from 0.0%	93.6%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	1.8%	0.0%
Teachers returning from previous year	N/A	N/A	91.4%	87.0%
Teacher attendance rate	99.1%	Up from 97.9%	95.8%	95.0%
Average teacher salary	I/S	I/S	\$44,620	\$41,703
Prof. development days/teacher	10.0 days	Up from 5.0 days	10.3 days	12.8 days
School				
Principal's years at school	1.0	No change	3.5	4.0
Student-teacher ratio in core subjects	19.3 to 1	Down from 22.0 to 1	21.1 to 1	18.8 to 1
Prime instructional time	96.3%	Up from 95.4%	90.9%	89.8%
Dollars spent per pupil*	\$9,764	N/A	\$6,352	\$6,242
Percent of expenditures for teacher salaries*	24.9%	N/A	68.2%	65.8%
Opportunities in the arts	Fair	Up from Poor	Good	Good
Parents attending conferences	99.0%	No change	99.1%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	Up from Good	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	78.6%		89.4%	
Highly qualified teachers in high poverty schools	81.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		No	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Guided by the principles of Dr. Maria Montessori, East Cooper Montessori Charter School offers an authentic Montessori education as a school of choice in Charleston County. In its second year of operation, East Cooper Montessori Charter School served 58 students in first through fifth grades. Located in the beautiful walking community of I'On, the school and surrounding green spaces offer academic opportunities and cultural diversity in the arts. The school has grown with the increasing interest and corresponding public demand for a Montessori education. As a result of this growth, the school moved to a larger lot within the neighborhood while waiting for a permanent building to be constructed.

The Montessori Method offers an enriched curriculum which incorporates and extends district, state and national standards. Scientific and mathematical aptitudes, appreciation for history and timelines, literacy across disciplines, research and the development of community flourish in the Montessori classroom. Montessori education is rooted in the natural curiosity of children about life and the world around them. Students develop their abilities by posing questions, designing investigations and gaining skills necessary to express and pursue their own research interests.

Multi-media resources include laptops for research, wireless capability for mobility, ready access to computers in the classroom and an LCD projector shared among three classes. These resources support students and teachers as they engage in research and projects. We plan to expand these opportunities through grants that have been submitted to the Coastal Community Foundation and the Junior League.

This year ECMCS added an upper elementary class which serves fourth and fifth grades. We also added talent development classes for students qualified by GT testing and an after-school tennis team. We have continued to expand and refine school-wide programs and opportunities, such as the school-wide science fair, historical character presentations, Spanish instruction, the Money-Man and off-campus learning at Bob Cooper Technology Camp and The Barrier Islands outreach program at Seabrook.

All of these amazing achievements could not have happened without our parent volunteers. This year parents logged over 4,000 volunteer hours. Parents contribute many services such as laminating and cutting out new materials, reading with students through the Book Buddies program, painting the school, picking up lunches, organizing our new facility, presenting weekly arts instruction, conducting Junior Great Books discussions and rolling thousands of pennies after our building fund penny drive.

The East Cooper Montessori Charter School's governing board, comprised of parents, community members and educators, had numerous challenging goals to accomplish this year. With hard work and determination, they were able to move the facility, work with architects to design the new building, procure a site for the new building and provide the necessary resources for another successful year as Charleston County's only Montessori charter school.

Jody Swanigan, Principal
Anne Kendrick, ECMCS Governing Board

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	0	3	1
Percent satisfied with learning environment	N/R	I/S	I/S
Percent satisfied with social and physical environment	N/R	I/S	I/S
Percent satisfied with school-home relations	N/R	I/S	I/S

*Only students at the highest elementary school grade level at this school and their parents were included.